

**CTL Annual Report**  
**July 1, 2006-June 30, 2007**



This report was developed by Alan Wright, Vice-Provost, Teaching and Learning, and Jeanne Drouillard, Associate Director, Teaching and Learning Technologies, with contributions from CTL managers, Larry Foley, Darrel Laurendeau and Beverley Hamilton.

### **Mandate**

In keeping with the University of Windsor's current strategic plan, *To Greater Heights*, and its emphasis on the evolution of a campus centred on learning, the CTL works in partnership with academic departments, faculty members, staff and students to enhance the practice, culture and scholarship of teaching and learning, and to provide support for the integration of technologies that enhance learning at the University of Windsor. These are current priorities of the Centre:

- To facilitate and provide opportunities for professional development among faculty, graduate students and staff based on the understanding that we are all "works in progress."
- To foster an increasingly learning-centred culture on campus, for example by identifying, tracking, assessing, valuing, and celebrating the achievement of learning outcomes.
- Through collaborative innovation with other departments and faculty, to innovate, diversify, and use technology wisely, including through e-learning, learning management systems, distributed learning, instructional technology, and distance education.
- To celebrate success in teaching and learning and promote the importance of teaching and learning at the University of Windsor, both on campus and beyond,
- To promote critical reflection on pedagogical practice, and to revisit teaching evaluation, honouring the essential distinction between formative and summative evaluation.
- To focus on people and programs that engage with the rich diversity of learners and teachers and consistently promote inclusive practice.

### **Organizational Restructuring**

Since the establishment of the Vice-Provost's position in July 2006, there have been several changes to the CTL's personnel, service provision, and responsibilities. While maintaining its emphasis on the provision and implementation of new educational technologies, the CTL has been in the process of both fine tuning its service orientation and expanding its provision of services and support for the growth of a learning-centred culture on Campus.

### **Change of Department Name**

In keeping with these shifting priorities, in 2007, The Centre for Flexible Learning became the Centre for Teaching and Learning. The proposed name change of the Centre is intended to better reflect the changes in the University's articulation of teaching and learning, and the management and mandate of the Centre, both for those on and beyond the campus. This change speaks to:

- The responsibility of the Vice-Provost, Teaching and Learning, and of the Centre, to promote a vital learning-centred culture on campus on all levels including professional development, teaching and learning technologies, the development of learning-centred environments, and the growth of teaching and learning communities on campus.
- The broader mandate of the Centre as a leader in teaching and learning, beyond that of a learning media service provider;
- The limits of the Centre's jurisdiction over distance education, which is not housed solely within the bounds of the Centre;
- The role of the Centre in spearheading and encouraging research-based and research-guided cycles of innovation in teaching and learning, and to provide support to this process within faculties and across campus at all stages;
- The nature of the Centre as it relates to comparable offices at universities across North America.

This process was undertaken in consultation with the Academic Advisory Committee and ultimately approved by the Senior Management Group.

### **Centre Restructuring**

Owing to its rapid growth and emerging mandate, the Centre began to restructure in 2006-2007. The growth in the Teaching and Learning Development component of the Centre's responsibilities necessitated planning for the hiring of two program coordinators, a research and writing co-ordinator, a joint ancillary academic staff position (with the Faculty of Science) and an Associate Director, Teaching and Learning Development. This provides a managerial structure comparable to that of the Teaching and Learning Technologies unit, which now attends to the educational technologies services, AV services, and classroom technology services for which the CTL has always been responsible. While none of the Teaching and Learning Development positions described above were filled until August 2007, the work of restructuring and the approval of positions were considerable elements of the efforts of the CTL management and staff in 2006-2007. These positions were made possible in part through the deletion of a managerial position. An Assistant to the Vice-Provost, Bev Hamilton, was hired in November 2006. In the teaching and learning technologies area, a new position, Assistant Producer was created. Chris Kolonelos transferred into this position. Kevin Peifer was then hired to replace Chris as Operations Technician. Terry Collins took on the new Learning Management Systems Coordinator Position, and Srabanti Chitte was hired as the new Lab Technician/Assistant Applications Developer in her stead. Darrel Laurendeau also joined the team as Manager, Educational Technologies.

In addition to these changes, the Centre has also established an advisory board, the The Vice-Provost's International Advisory Council on Teaching and Learning. The Members of this council are leading figures in teaching and learning development from Canada, the United States, and the UK, who meet by phone quarterly to provide counsel and explore the complex issues of fostering and maintaining the learning culture at the University of Windsor, and are available for consultation electronically as needed.

### **Teaching and Learning Development Activities**

#### **Faculty Development**

In 2006-2007, the CTL offered up to five workshops per month, including those facilitated by members of the campus community, those offered as online and videoconference seminars, and workshops by invited speakers. Attendance has been steady and feedback positive.

**Table 1. Workshops 2006-7**

<b>Title</b>	<b>Total Attendance</b>
Teaching for Critical Thinking (Dr. Geri Salinitri)	24
The Learner-Centred Classroom: Building a Rapport and Community (Magna Pub. Online seminar)	10
Team Building for Student Projects (Dr. Z. Pasek)	9
The View from the Senate (Dr. Clayton Smith, Dr. Kai Hildebrandt, Dr. Phillip Dutton)	30
Worry-Free Assessment (Dr. Kara Smith, Dr. Ian Crawford, Dr. Geri Salinitri)	34
The Key to Successful Online Instruction: Universal Design (Magna Pub. Audio conference)	14
Bridging the Communication Gap: Strategies for Delivering Lectures (L. Walsh)	50
The View from the Senate: Take 2 (Dr. Clayton Smith, Dr. Phillip Dutton)	32
Lighting up the Large Lecture: An illumination of Successful Strategies (Dr. K. Cramer, Dr. S. Miller)	40
Leading Technology for Better Learning (Magna Online Seminar)	19
Linking Learning Outcomes to Teaching Effectiveness (Dr. Y. Daniel, Dr. A. McInnes)	23
Jumpstarting Excellence: The Orientation Experience (Dr. E. Abbitt Stevens, Prof. L. Walsh)	8
Interteaching & Learning Outcomes (Dr. A. Scoboria)	23
Wellness Seminar (Dr. A. Wright)	9

Working Sessions on The Council of Ontario Universities Undergraduate Degree Level Expectations and the University of Windsor Graduate Attributes (Dr. H. Hubball)	21
Instructional Skills Workshop (3-day workshop) (Russell Day and Nicola Simmons)	12

A key theme of 2006-7 faculty development sessions was the development of learning outcomes, also the central focus of the first annual Windsor-Oakland Conference on Teaching and Learning, which took place on our campus in May 2007. Approximately 135 people attended the conference, with extra registrants for a special Science workshop facilitated by keynote speaker Dr. Craig Nelson. This conference will alternate between Oakland University and the University of Windsor on an annual basis.

The CTL also sponsored faculty to travel to pedagogy related conferences, with an increasing emphasis on sponsoring presenters. The Centre awarded 36 travel grants, including travel for a faculty cohort to Edmonton for the STLHE conference, which we are hosting here in June 2008. As well, the CTL sponsored and co-ordinated sessions for two faculty cohorts for more extended professional development opportunities. Throughout 2006-7, five faculty members completed the UBC Faculty Certificate Program on Teaching and Learning in Higher Education, while in May 2007, 12 faculty members completed the 3-day Instructional Skills Workshop, a nationally recognized faculty development program offered by trained facilitators. In both of these cases, the intention was not only to provide training for these individuals, but to enhance existing expertise and leadership on our campus. Members of the UBC Cohort, for example, have since been consulted on the development of a comparable faculty diploma program to be established on our own campus.

**Table 2. Travel Grants, 2006-7**

Number of Participants	Conference	Amount
2	13th International Reversal Theory Conference	2,400.00
5	1st Year Experience	2,544.26
1	2007 Assoc. for Psych. Science Teaching Institute	964.71
2	2007 Teaching Professor Conference	2,003.77
1	26th International Conf. on Critical Thinking	1,725.00
1	4th International Conference on Education & Info Systems, Technologies & applications	1,200.00
1	McGraw Hill Ryerson Teaching, Learning & Technology National Conference Series	975.00
1	MERLOT (2006 Canadian)	2,627.00
2	MICHA 2006 International Workshop	1,203.60
1	Professional Grant Proposal	1,000.00
1	Sociology & Music Education V Conference and the Pan-Canadian Music Education Think Tank II	1,399.70

18	STHLE 2007	23,291.23
----	------------	-----------

Members of CTL also provided faculty and staff development through multiple sessions at the July 2006 New Faculty Orientation, at Technology Day in Spring, 2007, at the Graduate Assistant Orientation, for external professional events such as the Council of Ontario Universities E-learning Group, CANHEIT and OCULL, and through presentations and more extended consultation with individual departments.

A further level of professional development has been the growth of individual faculty consultation and support, including confidential teaching observations and consultation, as well as consultation regarding language and pedagogical communications for international faculty. Members of the CTL also regularly visit classrooms to gather formative feedback from students regarding the course, their instructor, and their university experience. This data is shared with the relevant professor for further class discussion, and the university-level information is gathered for our internal planning and deliberation.

### **Professional Skills for Graduate Students**

A cross-listed graduate course housed in the Faculty of Education was our first initiative geared specifically toward the professional development needs of graduate students on campus. Titled *Teaching and Learning in Higher Education*, the course was offered in Winter 2007 and attracted students from Engineering, Arts and Social Sciences, Business, and Education. Both the Vice-Provost and the Dean of Education are strongly supportive of this course, envisioned as the first in a multi-course series. In keeping with plans to develop a more comprehensive approach to graduate student professional training, this year the Centre expanded its communications regarding workshops to more specifically target graduate students, resulting in increased graduate student attendance at workshops and at the Windsor-Oakland Conference.

### **Recognition of Teaching and Learning**

In October 2006, the Centre for Teaching and Learning hosted the first annual campus-wide Celebration of Teaching Excellence. Intended as a celebration of faculty who have won teaching awards, this inaugural event reached back into history to celebrate over thirty years of exceptional teaching by faculty who were awarded external teaching awards.

In November 2006, the Office of the Vice-Provost, Teaching and Learning was mandated to coordinate external teaching awards application processes at the University of Windsor. Dr. Wright and members of his staff met with faculty representatives to discuss faculty needs and concerns around external awards processes on campus. Three goals emerged from this deliberation: improving the quality and consistency of applications; effective representation of Windsor's excellent and innovative teachers; and developing a collaborative awards nomination process that is invigorating, encouraging, and respectful of the efforts and achievements of all educators on campus. The role of the CTL in this process in the 2006/2007 year was to publicize awards opportunities and identify or work with candidates identified by faculties, departments, or individuals, and to work closely with nominators and nominees to improve dossier quality. In Winter 2007, the CTL assisted in the completion of four dossiers for the

Ontario Council of University Faculty Associations (OCUFA) Teaching Excellence Awards and eight dossiers for the Leadership in Faculty Teaching (LIFT) award sponsored by the Ontario Ministry of Training, Colleges, and Universities. These nominations resulted in University of Windsor faculty winning one of seven OCUFA awards provincially, announced in Spring 2007 (Dr. Akshai Aggarwal, School of Computer Science), and two Leadership in Faculty Teaching Excellence Awards, each accompanied by a prize of \$20,000 (Professor Donna-Marie Eansor, Faculty of Law; Dr. Richard Frost, School of Computer Science).

These activities are one element contributing to the University's increased presence and identity in the teaching and learning community nationally. The Vice-Provost's work on the board of the Society for Teaching and Learning in Higher Education, an organization of which the University is a founding institutional member, is a key element of this heightened awareness. For example, his role as the Series Editor for the Green Guides, teaching manuals for post-secondary educators written by educators, and the launch of the most recent guide at STLHE in June 2007, promoted the University as a centre for the construction of knowledge about teaching and learning. Staff at the CTL were involved in the editing and publication co-ordination of the book.

### Distance Education

CTL has continued to collaborate with faculty on the development of new Distance Education Courses, and to provide financial support to faculty members for these projects subject to Departmental approval. In 2006-2007, projects included:

**Table 3. Distance Education Course Development, 2006-7**

Course	Status
Accounting 1, 04-70-151-91	In progress
Managerial Accounting 1, 04-70-255-91	In progress
Foundations of Research Methods in Communications Studies, 02-45-377-91	In progress
Culture, Identity and Global Commerce 02-45-377-91	In progress
Careers and the Job Market 02-45/54-326-95	Completed
Dispute Resolution, 02-54-318-95	Completed

Centre staff were also involved in orienting new faculty in the development of two courses, Mathematics for Business (03-62-194-91) and Leadership in Nursing (11-63-433/63-473-95). Also, the Centre is currently representing the University on the newly established Eastern and Southern Ontario Distance Education and Training Network (ESODETN)

### University Service by the Teaching and Learning Development Unit

The CTL also consulted on a number of cross-campus initiatives this year. The **Learning Campus Initiative** emerged from the consultations of the PDC Learning Commons Working Group. It has

been an exceptional opportunity for departments with varying expertise to identify common interests and goals and to work towards a framework for accomplishing them efficiently. CTL staff provided research on universities' approaches to information literacy, writing skills pedagogy, and serving the needs of international students effectively as elements of the evolution of this project, and made significant contributions to the drafting of the proposal and subsequent documents.

The CTL also made significant contributions to the work of the PDC Subcommittee on Course Change Processes, whose mandate was to revamp existing course proposal forms to improve their clarity and emphasis on learning-centred practice. The new forms were approved in the spring of 2007, and members of the CTL staff were involved in coordinating the committee's work and integrating their findings regarding practices at other universities.

Representatives of the CTL also sit on the following committees:

- The Academic Integrity Committee
- The Communications Council
- The Council of Ontario E-Learning Group
- The Information Provider Forum
- The IT Leaders Group
- The Information Technology Steering Committee
- The LMS Steering Committee and related subcommittees
- The Videoconference Policy and Technical Committees

### **Teaching and Learning Technologies Activities**

Audience or student response systems, "clickers", were first piloted at the University of Windsor in 2005-2006, and their use is experiencing steady growth. Clickers enable instructors to gather immediate feedback to determine students' comprehension of course materials. Early adopters Ken Cramer and Julie Smit continue to use them. In 2006-7, six faculty members were regularly using clickers in their classes. The CTL provides both technical support and pedagogical guidance for faculty using clickers, hosts regular meetings of users and acts as a liaison with our current supplier. Dr. Cramer's ongoing studies of audience response systems have made a major contribution to the literature, indicating that use of the system is associated with higher marks even in randomized trials. Dr. Cramer argues that students' higher level of engagement during the instruction period fosters better comprehension of the material, even when clicker responses are not graded. Student response indicate that many of them find the use of clickers less intimidating than individual response: the anonymity fosters higher response rates. However, instructors are experiencing some growing pains as they explore effective ways to use the technology. It is a challenge to academic integrity when students rely on friends to "click them in" if they choose not to attend. Some students also object to the cost of the response devices, though with greater use, they will more easily recover the cost of the clicker over their four year educational career.

In 2006, the University launched rSmart's version of Sakai, a new learning management system to be used across campus, with six courses. During the academic year we developed more sites. Although we launched Sakai, later named Collaboration and Learning Environment Windsor (CLEW), we still kept the ViCKi system active for instructors still unsure of CLEW and more comfortable with the way ViCKi behaved.

The number of ViCKi courses remained stable from the previous year with a course creation rate of 758 kits. ViCKi, of course, was the primary LMS system for many instructors. CLEW, while new, is clearly the future of our Learning Management System with a projected 100% usage for all courses using an LMS in September 2008. During the course of the 2006-2007 period, there were 80 CLEW sites created.

The users of CLEW have provided positive feedback about the way that CLEW manages course material and found it to be more flexible and user friendly than ViCKi. They also found that tools provided in CLEW were easier to use than their ViCKi counterparts. Users have given exceptional and consistent positive feedback regarding the level of support and service orientation provided by Graham Fawcett and Terry Collins. Like any new system, the learning curve has been steep. Users were challenged with adapting to a new LMS and its tools and, more importantly, the basic functionality of the system. There were teaching tools put in place by ITS on how to use the system and Graham Fawcett and Terry Collins of the CTL were regularly called upon to provide assistance navigating the system.

#### **PODCASTING**

Podcasting was launched in early 2006 and was successful enough to warrant continuing the program through the remainder of the year and into 2007. During the course of the year, convocations, guest speakers, workshops, and distinguished visitors had their material put on the internet available for downloading. One of the most distinguished speakers recorded was Dr. Jane Goodall. During her visit, her speech and an interview were recorded and made available for podcast. Additionally, many faculty members are making their lectures available to students on CLEW or ViCKi as a podcast. During the reporting year, 26 podcast sessions were added to the Podcast directory.

#### **MEDIA LAB**

The media lab provides a critical source of learning for the many students. It also provides international students the opportunity to improve their language skills and help qualify them for classes on campus particularly through programs facilitated by the Academic Writing Centre. The lab is also used by faculty in various departments such as Biology and Psychology.

#### **MULTIMEDIA EQUIPMENT SERVICES**

The multimedia segment of the CTL is widely in the campus eye. It is seen in every classroom with multimedia technology and representatives delivering portable equipment for classroom use on a regular basis. The department is consistently busy and handles literally thousands of requests and deliveries a year. It supports everyday classroom learning, but also supports

campus club functions, University functions, and conferences sponsored by on- and off-campus groups.

Classes upgraded during the Summer of 2006 include Biology 113, Dillon Hall 255, and Dillon Hall 361. For the first time, these installs included dual projector setups. The purpose of this configuration was to allow for the best learning environment. The seating configurations realized in 113 and 255 could not have been possible if not for this setup. With the last set of installs, the number of classrooms with permanent multimedia equipment is approximately 43. In addition to these new installations, the Centre completed upgrades in many classrooms.

The following equipment upgrades and work took place:

1. 11 new computers in various classroom consoles around campus
2. 12 new computers in the Toldo Faculty Prep room
3. Wireless mic install in EH 186
4. 6 new scalers in the Toldo Prep room for better functionality
5. 3 new laptops for use in Toldo Health Education Centre
6. All TV's available for delivery had a DVD/ VCR combo unit installed
7. Camera unit installed for Nursing in Toldo 214
8. UCC conference room A/V install
9. Cheat sheets on equipment use and on how to get assistance stickers for each console
10. Installed projection screens in Katzman Lounge, Vanier Hall
11. Media cart for CHT 500
12. TV & DVD for FASS foyer
13. Law G101 and G102 multimedia installs
14. Second projector for OB 104
15. Toldo 203 received a VGA Extender
16. Sound studio upgrades in G140 LT
17. OB 104 lighting control added to console
18. Purchased a projector for Nursing
19. Console upgrades for OB B02 and DH 355
20. Control upgrades in ED 1101 and CHS 53.

#### **MEDIA PRODUCTION SERVICES**

The following highlights services provided to faculty, staff and students of the University of Windsor by members of the Media Production Unit during 2006/07.

#### **Convocation Upgrades**

In 2006-7, the CTL's Multimedia Specialist designed and built a new video system for recording Convocation sessions in partnership with the Registrar's office. The system includes a new switcher, camera control units, racks, recorders, and video distribution equipment. The system has reduced setup and tear down time, improved video quality to the projectors and increased security and portability of the system. This project was completed in partnership with the Registrar's office.

## **Videoconferencing**

### **MCU/Gatekeeper**

CTL's Videoconference Engineer assisted in the recommendation of a new multipoint control unit and gatekeeper in support of the university's videoconference system. The engineer tested and evaluated the system on campus. Based in part on the recommendations of his written evaluation report, the video conference technical sub-committee proceeded with the purchase of a Polycom MGC 50+.

### **Videoconference System for Toldo 100 Classroom**

The Videoconference Engineer designed, developed specifications, and supervised the installation of a new classroom videoconference facility in classroom 100 Toldo Health Education Centre. This facility, with a seating capacity of 264 students, provides the largest permanent videoconference facility on campus.

### **SharcNet Project**

The CTL moved ahead with plans to share the video conference facility in Erie Hall with Sharcnet, a university research network. These plans included running fibre optics and installing servers, cameras, microphones, and network switchers in the rooms. CTL staff provided designs, technical advice and worked closely with Sharcnet staff during the installation.

### **Video Conference Support**

The videoconference engineer provided several hours of videoconference troubleshooting service on campus in areas such as Law. Examples of ongoing operational videoconference support provided by CTL staff include classroom use, faculty recruitment, research presentations, co-op student interviews, and graduate theses defence.

### **Master Control Routing System Upgrade**

A new matrix router was installed to replace master control's main routing system. The new modern system makes master control operation faster and more reliable. The system also allowed complete transformation to stereo sound. These changes resulted in a large scale clean-up of the production facilities and enhanced the quality of production and duplication services.

## **Multimedia Production**

The Media Production staff services for a wide range of events in 2006-7 (see Table 4), often providing both event audio and production, as well as recording, editing, and duplication for a variety of purposes. Three projects reflect best the quality and professionalism of the team.

### **Engineering Presentation**

The President's office approached the CTL to produce the presentation materials in support of the city and university's funding proposal for the new Faculty of Engineering building to be made to the Provincial Government. They requested a high energy, professional

promotional/informational video targeted to the provincial politicians, an image and graphics slideshow to play behind and support the President's presentation, several moving graphics to support the proposal, and the incorporation of existing material, including a full 3D walk thru of the proposed building maps and materials from the City of Windsor. The timeline was extremely tight. The final product was a full-blown interactive DVD, complete with an opening screen that showcased images of the campus, that contained video clips, slide shows, and graphics that could be randomly accessed at any time. CTL staff members flew to Toronto to manage the technical aspects of the presentation. The Provincial Government subsequently approved a \$40 million grant for the new engineering building.

### **STHLE Video**

The CTL developed a promotional video for the end of the STHLE conference in Edmonton intended to inspire conference attendees to attend the conference in Windsor in 2008. Conference attendee feedback indicates that the video was very successful. It currently is streamed on the CTL web server. The video has also been reworked as a general promotional video for the university community. Mitch Fields of the Centre for Executive Education, for example, took a DVD version of the video to China to use in promoting the University of Windsor.

### **Windsor Welcome Week Video**

The CTL records a wide variety of events, and edits a high energy video shown to several thousand students on Wednesday of Welcome Week as part of the University's Welcoming Convocation. The video is also posted on the Educational Development Centre's web page to promote the yearly event and packaged onto DVD for promotional use by the University. This project has become so popular it is now a permanent part of the events held over the Labour Day weekend to help students make a successful start at the University. The CTL also produced a video used as part of the Head Start Orientation in May 2007.

### **Educational Recording and Technical Support of Educational Activities**

Daily technical support was provided for both the television and sound laboratories for departments such as Communication Studies and Dramatic Arts. Frequent television studio recording support was provided for students in additional programs such as Nursing, Law, Business and Social Work. Additional recordings supported by the Operations Technician included the **InFuse Concerts** in Studio A (January 30/07 music concert and March 21/07 dance recital) produced in co-operation with the School of Music. Services provided included set up of audio, video projection, lighting and subsequent video tape recording of the programs. Character studies final projects were videotaped in two venues over two days in the School of Dramatic Art. These projects were duplicated to DVD for students in the class. As an additional service, one performance for each play performed by the University Players was recorded for the director's archives.

### **Photography Services**

Examples of photographic service provided included the 25-Year Employee Celebration, Convocation, photography to be included in the university's *Pinnacle* magazine, and the front-

of-house photography for the University Players. Studio portraits for members of the Board of Governors, faculty and staff are provided on a regular basis. Ongoing location photographic services are provided for Public Affairs and Communications.

### **Media Arts**

A complete overhaul of the CTL website has begun. The initial step was an environmental scan of similar websites across North America to identify ideas and features to be incorporated into CTL site. A basic navigation scheme was developed, along with a redesign of the CTL home page. The new CTL home page has a portal feel to it which will offer the user a gateway to information contained further within the site. Other pages within the site were also redesigned.

The CTL designs the publicity materials in support of faculty workshops, conferences, and so on. In 2006-7, this work included initial drafting of the Celebration for Teaching Excellence 1973-2006 booklet, the design of the CTL Workshop Series publicity. The CTL also began design work on materials for the STLHE conference in 2008.

**Table 4. Multimedia Production Projects, 2006-7**

Project	Design	Production	Editing	Sound	Recording	Projection	Streaming	Duplication
Fall 2006 Convocation				X	X	X	X	X
Spring 2007 Convocation				X	X	X	X	X
President's State of the University Winter 2007				X	X	X	X	X
New Faculty Orientation Workshop (all 5 days)				X	X	X	X	X
InFuse Music Concert (Studio A)		X (Lighting)		X	X	X		X
InFuse Dance Performance(Studio A)		X (Lighting)		X	X	X		X
Dramatic Art Final Projects					X			X
University Players' Shows <ul style="list-style-type: none"> <li>• <i>The Summer</i></li> <li>• <i>The Sea</i></li> <li>• <i>The Women</i></li> <li>• <i>Appointment with Death</i></li> <li>• <i>7 Stories</i></li> <li>• <i>Steel Magnolias</i></li> </ul>					X			
Engineering Proposal Presentation	X	X	X	X	X	X		X
STLHE Video	X	X	X	X	X			X
Windsor Welcome Week Video	X	X	X	X	X	X		X
Presentation by The Right Honourable Chief Justice of Canada, Beverley McLachlin at University of Windsor Moot Court			X	X	X			
Grover/Landlord/Tenant Instructional Video for the Integrated Curriculum Series: Clinical and Experiential Learning (Faculty of Law)			X		X			
Alastair McLeod Reading (Department of English Language, Literature and Creative Writing)			X		X		X	X
Computer Science Conference			X		X			X
President's Garden Party				X				X
Video for TVO Best Lecturer Competition		X	X	X	X			X